

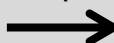



## 7<sup>th</sup> Grade Research Project Language Arts and Social Studies

### Greek Empire (Gr.), Roman Empire (Rm.) & Renaissance Period (Ren.)

Choose ONE of the three columns below (I, II, or III) as the main topic for your research project. Within each column, choose ONE person, place OR era which you'll focus on (A, B, C, or D). The three research subtopics will determine the focus of your three required body paragraphs. If given the choice to "choose three" within those subtopics, then make your selections. Use a highlighter to highlight your final decisions in each column and section.

Topic: Choose ONE →	I. People	II. Places	III. Era (for the advanced student)
<b>Focus:</b> 	<u><b>Choose one:</b></u> A. Julius Caesar (Gr) B. Spartacus (Gr) C. Mark Antony (Gr) D. Cleopatra (Gr) E. Aristotle (Rm) F. Socrates (Rm) G. William Shakespeare (Ren) H. Michelangelo (Ren)	<u><b>Choose one:</b></u> A. Sparta B. Rome C. Constantinople D. Athens	<u><b>Choose one:</b></u> A. Golden Age of Rome B. The Fall of Rome C. Renaissance D. The Dominance of Athens (Greece)
<b>Subtopic #1</b>  1 <sup>st</sup> Body Paragraph information:	<b>Early Life—</b> <u>Choose at least three:</u> <ul style="list-style-type: none"> <li>• birth date</li> <li>• location of birth</li> <li>• background information about parents</li> <li>• background information about siblings</li> <li>• level of education</li> <li>• family economic status</li> </ul>	<b>Geography—</b> <u>Choose three:</u> <ul style="list-style-type: none"> <li>• <b>Location:</b> where is it on a map; what are its major coordinates;</li> <li>• <b>Physical landmarks:</b> what nearby rivers, mountains, planes, valleys, basins, peninsulas, etc. are nearby?</li> <li>• <b>Jobs:</b> how did the geography affect the occupations of those living during this time period,</li> <li>• <b>Goods:</b> how did geography affect the produces made during this period;</li> <li>• <b>Housing:</b> who lived in homes; where were their homes located, what do houses look like, how were they built?</li> </ul>	<b>Timeline of Key Events—</b> <u>Choose 3 major events</u> that led to the success or failure of this era.  3 Major Events: 1) _____ 2) _____ 3) _____  Provide an explanation of what occurred, when each occurred, and who was involved.
<b>Subtopic #2</b>  2 <sup>nd</sup> Body Paragraph information:	<b>Life accomplishments—</b> <u>Complete all three.</u> <ul style="list-style-type: none"> <li>• What is this person known for? (What did this person do?)</li> <li>• What achievements did he/she make in his lifetime?</li> <li>• What was his/her biggest obstacle (or struggle) to overcome while living?</li> </ul>	<b>Culture—</b> <u>Choose three:</u> <ul style="list-style-type: none"> <li>• Celebrations</li> <li>• dress/garb</li> <li>• dialect</li> <li>• food</li> <li>• daily routines</li> <li>• religion</li> <li>• religious practices</li> <li>• technology</li> <li>• entertainment</li> <li>• education</li> <li>• philosophy</li> </ul>	<b>Notable People—</b> <u>Choose 3 "notable people" from this time period.</u>  3 Notable People: 1) _____ 2) _____ 3) _____ 4) _____  What is one contribution that each of these 3 people made (positive and/or negative)?
<b>Subtopic #3</b>  3 <sup>rd</sup> Paragraph information:	<b>After Death—</b> <u>Complete all three.</u> <ul style="list-style-type: none"> <li>• When and how did this person die?</li> <li>• What was the public's perception of his/her death; was he/she more important/popular before or after their death?</li> <li>• What was his/her lasting contribution to the time period or world?</li> </ul>	<b>Today—</b> Compare and contrast this place from the Greek/ Roman or Renaissance period to today's... <u>Choose three:</u> <ul style="list-style-type: none"> <li>• Population</li> <li>• Architecture</li> <li>• Major sources of income;</li> <li>• Geographic changes to the landscape</li> <li>• The past's influence on today's: Culture and/or success (popularity, power dominance, religion, architecture, etc.)</li> </ul>	<b>Lasting Impact—</b> How did this time period affect today's society.  <u>Choose three:</u> <ul style="list-style-type: none"> <li>• government;</li> <li>• technology;</li> <li>• religion;</li> <li>• culture [clothing, food, architecture]</li> </ul>

## Minimum Requirements:

- 5 paragraphs:
  - 1 introductory paragraph stating a clear thesis statement, (*minimum 5-7 sentences*)
  - 3 body paragraphs, (*minimum 7-10 sentences each*)
  - 1 conclusion (*minimum 5-7 sentences*)
- Development of a thesis statement (3 subtopics)
- A typed outline using MLA format
- Rough draft(s) with edits
- Works cited page
- Note cards—minimum 21 cards. Breakdown:
  - Intro: minimum 5 cards
    - 1 topic sentence;
    - 3 facts or statements of support;
    - 1 thesis statement
  - Body paragraphs: minimum 11 cards for each body paragraph
    - 1 topic sentence/statement;
    - 9 cards of facts/support [3 required subtopic details x 3 cards each = 9 total]
    - 1 summary statement
  - Conclusion: minimum 5 cards
    - 1 reworded thesis statement
    - 3 “wrap-up”/support facts or statements
    - 1 summary sentence)
- Minimum 3 Sources:
  - At least 1 book
  - At least 1 online source
  - 1 “other”
- Bib cards (3 bib cards)
  - 1 for the book source
  - 1 for the *credible online* source
  - 1 for the “other” source (book, article, journal, interview, etc.)
- Minimum of 1 direct quote from a book with minimum 1 parenthetical citation
- All formatting done in MLA.

## Language Arts Standards that will be addressed:

### **Reading Process: Concepts of Print, comprehension strategies and self-monitoring strategies:**

1. Summarize the information in texts, using key ideas, supporting details and referencing gaps or contradictions
2. Select, create and use graphic organizers to interpret textual information (note cards)
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in a text.

### **Reading Applications: Information, Technical and Persuasive Text**

1. Use text features, such as chapter titles, heading and subheadings; parts of books including index, appendix, table of contents and online tools (search engines) to locate information.
3. Compare and contrast different sources of information, including books, magazines, newspapers and online resources, to draw conclusions about a topic.

### **Research:**

1. Generate a topic, assigned or personal interest, and open-ended questions for research and develop a plan for gathering information.
2. Identify appropriate sources and gather relevant information from multiple sources (school library catalogs, online database, electronic resources and Internet-based sources).
3. Identify and explain the importance and validity in sources, including publication date, coverage, language, points of view, and describe primary and secondary sources.
4. Select an appropriate structure for organizing information in a systematic ways (e.g., notes, outlines, charts, tables and graphic organizers).
5. Analyze and organize important information, and select appropriate sources to support central ideas, concepts and themes.
6. Integrate quotations and citations into written text to maintain a flow of ideas.

7. Use an appropriate form of documentation, with teacher assistance, to acknowledge sources (e.g., bibliography, works cited).
8. Use a variety of communication techniques, including oral, visual, written or multimedia reports, to present information that supports a clear position with organized and relevant evidence about the topic or research.

### **Writing Process:**

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Conduct background reading, interview or surveys when appropriate
3. Establish a thesis statement for informational writing.
4. Determine a purpose and audience.
5. Use organization strategies (e.g., rough outlines, diagrams, maps, webs, and Venn diagrams) to plan writing
6. Organize writing with an effective and engaging introduction, body and a conclusion that summarizes, extends or elaborates on points or ideas in the writing.
7. Vary simple, compound and complex sentence structures
8. Group related ideas into paragraphs, including topic sentences following paragraph form, and maintain a consistent focus across paragraphs.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing
12. Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning.
15. Proofread writing, edit to improve conventions (e.g, grammar, spelling, punctuation and capitalization) and identify and correct fragment and run-ons.
16. Apply tools (e.g, rubric, checklist and feedback) to judge the quality of writing.

**Writing Applications:**

4. Write informational essays or reports, including research, that present a literal understanding of the topic, include specific facts, details and examples from multiple sources, and create an organizing structure appropriate to the purpose, audience and context.

**Writing Conventions:**

1. Spell high-frequency words correctly.
2. Use commas, end marks, apostrophes and quotation marks correctly.
4. Use correct capitalization

**Communication: Oral and Visual**

5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.

6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.
8. Deliver information presentations (e.g, expository, research) that:
  - a. Demonstrate an understanding of the topic and present events or ideas in a logical sequence;
  - b. Support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;
  - c. Include an effective introduction and conclusion and use of consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);
  - d. Use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology; and
  - e. Draw from multiple sources and identify sources used.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.